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ABSTRACT

This booklet contains questions related to the 7th and 8th grade "Our Cultural Heritage" and "United States History" programs in New York State. It is intended to aid in evaluation, a necessary step in the learning process for both diagnostic and measurement purposes. In addition, this resource can be used as a teaching aid since a single question might serve as a motivating device to focus attention on a specific topic. Questions can also serve as focus points for long-term assignments, research projects and classroom discussions. There are both objective and essay questions. While the questions provided attempt to represent a comprehensive sample of the course of study, not every area of the syllabus is covered by a number of questions exactly proportional to the importance of that area. Teachers are encouraged to use the booklet selectively, and supplement it with other questions to obtain a well balanced test. Teachers are cautioned about teaching to the test, and are remined that any written test measures only a portion of the desirable outcomes of the course. ED 065 437 is the bulletin that describes these courses. (Author)

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SAMPLE EXAMINATION QUESTIONS

GRADE 7 SOCIAL STUDIES

OUR CULTURAL HERITAGE

SP 005847

June 1972

SUGGESTIONS FOR USE

In response to the request of many teachers and administrators, this booklet contains questions related to the 7th and 8th grade State programs. It is intended to aid in evaluation, a necessary step in the learning process for both diagnostic and measurement purposes. In addition, this resource can be used as a teaching aid since a single question might serve as a motivating device to focus attention on a specific topic. Questions can serve as focal points for long-term assignments, research projects and classroom discussions.

Considerable caution must be exercised in the use of questions however and in the interpretation of scores to insure beneficial results. The following precautions should therefore be kept constantly in mind:

1. Scope and Emphasis - Teachers should use this booklet selectively and choose carefully from among the questions offered (as well as others) to obtain a well-balanced test. While the questions herein attempt to represent a comprehensive sample of the course of study, not every area of the syllabus is covered by a number of questions exactly proportional to the importance of that area. Nor are questions to be considered as exclusively related to a single topic. Also, in the preparation of questions, no attempt was made to insure against the possibility that the stem of one question might contain the answer of another, or that consecutive questions might overlap, since it was not intended that every teacher would use every question.

In the selection process, it is expected that the teacher will decide in accordance with the objectives and areas to be measured. Consequently, questions may be changed or omitted in accordance with local situations and vocabulary can also be adapted to meet particular needs.

2. Assignment of Credits and Time Limits for Essay Questions - Suggested credit has not been assigned to the essay questions included in this booklet. When used as part of a written examination, the overall length of the exam should determine the amount of time and credit assigned to a particular question. Some questions require more information and analysis than others and so should be valued accordingly in terms of credit. Where local situations provide for pass-fail arrangements, adaptations can be made accordingly. In any event, the teacher has the obligation of deciding the appropriate credit and indicating the same to the pupils.

3. Testing and Teaching - Just as it is a poor technique to teach specifically for a Regents examination, so it would be poor practice to direct lessons at the questions in this booklet. Testing should follow the curriculum, not determine it. Teachers should concentrate upon teaching a sound, well-rounded course. Then, if a specific question in this booklet seems appropriate to measuring the objectives in the course, the question should be utilized for that purpose.

Yet, any written test necessarily measures only part of the desirable outcomes or objectives of the course. Pupil attitudes, satisfactions, appreciation, work habits and similar factors are largely ignored in written tests. Hence the total product of any particular course of study, or the total effectiveness of any individual teacher, cannot be evaluated solely on the basis of written test results. Tests merely provide additional information to be considered along with a large number of other factors in the total school situation.

4. Certain of the questions included might be appropriate for either grade 7 or grade 8. Teachers are encouraged to develop further questions, based upon the included materials.

On Essay-Writing in the Social Studies

In stressing the inquiry method, the new social studies program is attempting to focus emphasis on the process of learning and not just on results. Consequently, teachers can allocate their time and efforts to all steps involved in essay-writing. Such a division of labor can result in greater benefits for both the teacher and the student.

Some of the steps to take into consideration are:

1. The acquisition of essay questions - How is a working file of conceptually-oriented essay questions best acquired and maintained? For example, is it best accomplished through a team approach and maintained in an index card file?

2. The analysis of essay questions - Why spend time grading papers which are poor basically because students have failed to analyze the questions properly? Instead, why not allocate class time to the analysis of essay questions, using an overhead projector and/or teacher-prepared ditto sheets to assist in the task?

3. What it does and does not ask - In teaching students to analyze questions, why not give emphasis to what the question does not ask, as well as to what it does ask? This may help students avoid the pitfall of going off on a tangent. Also, why not teach students to identify key words in a question, specialized vocabulary, the particular demands of the question, etc.?

4. Identifying the issue - Why not devote considerable time to class discussion of an essay question to clarify what the writer will be trying to prove so that students will realize the need to clarify and plan before writing? An overhead projector and/or teacher prepared ditto sheets would also be helpful in this step.

5. Organizing Evidence - Why not give students practice in outlining answers and organizing evidence before a written assignment is given? You may avoid giving yourself the hopeless chore of reading poorly organized answers.

6. Writing the answer - Once students are assigned to write an essay answer, why not provide them with a checklist of the various steps involved in writing the answer? Why not require an outline and occasionally grade just the outline?

7. Evaluating the essay - Must essays always be graded just by the teacher? Or is there not a benefit to providing students with a teacher-prepared guide which specifies the criteria for judging the essay and have him critically read his own work? Variations of this technique are possible. For example, the teacher might read the essay, assign a score in his records but not indicate it on the student's paper. The paper could then be returned to the student for evaluation as indicated above the student's score compared with the teacher's in a follow-up conference which would help individualize the instruction. Or in group work, students might develop criteria to be used in judging a particular essay.

8. Analyzing the evaluation - After essay answers are written and evaluated, why not make use of the opaque projector with the entire class to analyze sample papers, discern common errors and arrive at common goals for the future?

SAMPLE TEST QUESTIONS FOR
GRADE 7 SOCIAL STUDIES

Our Cultural Heritage

1972

Part I - Objective Questions

Directions (1-82): For each statement or question, write on the separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question. Some objective-essay combination questions are included in Part I. (Suggested credit allocation for objective questions: 1 credit each.)

1 To the Iroquois, the longhouse was a symbol of

1 Hiawatha's birthplace
*2 kinship and territorial relationship
3 confederacy power
4 economic cooperation

2 The leadership role of Iroquois women was one in which they

1 were seen but not heard
2 shared power equally with the men
*3 were very influential behind the scenes
4 alone made all important decisions

3 The best reason for the study of other cultures is to

1 learn about those cultures inferior to our own
*2 better understand man and how we live
3 learn how to make other cultures more like our own
4 become more critical of our own culture

4 In which way did the practices of the early European settlers most differ from those of the Iroquois?

1 Children learned by imitating adults.
*2 Men did most of the farming.
3 Women were responsible for most household tasks.
4 Both men and women participated in religious activities.

5 Which would most likely occur in a matrilineal society?

1 family leadership by the oldest male
*2 a child being given his mother's family name
3 a bride moving in with her husband's family
4 men being assigned the most unpleasant household tasks

6 Which was the most basic reason for land disputes between the Iroquois and the European settlers?

1 Boundaries could not be accurately surveyed.
*2 Each had different beliefs concerning land ownership.
3 The Indians asked for more than the land was worth.
4 Indian farming techniques had ruined much of the good farmlands.

7 The governments of the present day United States and of the Iroquois Confederacy are similar in that both

1 established a strong executive
*2 provided a way for the people to participate
3 developed a permanent civil service
4 kept government very simple and close to the people

8 A comparison of our present day United States culture with that of the Iroquois shows that the Iroquois culture was

1 more highly organized than ours
2 more dependent upon trade than ours
3 inferior to ours
*4 more based upon kinship than ours

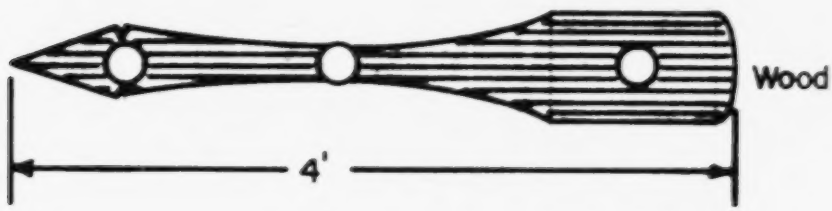
9 What conclusion could be drawn from a study of how both our society and that of the Iroquois used natural resources?

1 The use of natural resources is a natural instinct.
*2 Each society finds its own uses for natural resources.
3 Each society uses the same resources in the same way.
4 Neither society used its natural resources effectively.

10 To the Iroquois, control of the major rivers was most important because the Iroquois

1 needed increasing quantities of fresh water
2 needed quantities of fish
*3 used the rivers for transportation
4 were concerned about water pollution

Base your answers to objective question 11 and to essay question 12 on the artifact pictured below and on your knowledge of social studies.



11 This artifact was found at an Indian site. With which set of hypotheses might an archaeologist be most likely to begin his identification search?

*1 a canoe paddle; a paddle for stirring
2 an animal yoke; a direction pointer
3 an archery projectile; a paddle for a game
4 a large basket-weaving tool; a part of a scale

12 On a separate sheet of paper, discuss how you might proceed to find out whether the pair of uses you have selected is actually correct. You might proceed by asking yourself key questions, similar to the following:

1 What is its size?
2 What is its shape?
3 What is it made of?
4 What does its appearance suggest about its use?
5 What else do you know about the people who used it, or about their environment, that might be important?
6 How could you test your conclusion?

13 The fact that one activity, such as dancing, may have different meanings in different cultures may be used to show that each society has its own

1 time pattern
2 space pattern
*3 umwelt
4 symbolic reference

14 The Spanish, French, and English explorers of the New World were alike in that they all

1 developed missionary centers
*2 exploited the American Indian
3 organized strong central governments
4 established representative colonial government

15 The people who settled the Thirteen English Colonies developed a strong

1 belief in racial equality
2 dependence on England
*3 sense of self-reliance and faith in themselves
4 commitment to free public education

16 Which most correctly matches an area, an environmental factor, and an important economic activity?

1 New England - broad coastal plain - shipbuilding
*2 Middle Colonies - fertile river valleys - mixed farming
3 Southern Colonies - mountainous coastline - plantation farming
4 New England - rigorous climate - commercial farming

17 Which did the Dutch patroon system most closely resemble?

1 the plantation system of the South
*2 the feudal estates of the Middle Ages
3 ownership of small farms in New England
4 the land ownership patterns of the Iroquois

18 Which best illustrates a policy of mercantilism?

1 the establishment of a trading company by a group of New England merchants
2 the passage of a tax on imported glass by the New York colonial legislature
3 the development of the profitable system of triangular trade
*4 the passage of the tea tax by the British Parliament

Base your answers to questions 19 through 22 on the statements below and on your knowledge of social studies.

Speakers A, B, C, and D are discussing Colonial America.

Speaker A: The Colonies will provide England with natural resources, and in exchange the Colonies will benefit from England's rapidly expanding textile and iron industries.

Speaker B: A man can become wealthy in the Colonies. The ocean teems with fish and the forests can provide timber for hundreds of ships. My ships sail to Europe, Africa, and beyond in search of trade and wealth.

Speaker C: Land is the basis of wealth. I have forty tenant farmers and land for more. The governor's kind gift has doubled my land holdings.

Speaker D: The policy of the British government is intended to destroy our growing independence and to leave us under the control of British merchants and factory owners. We must be permitted to develop our own factories, as well as to run our own governments.

19 Which speaker would most likely support the British policy of mercantilism?

*(1) A
(2) B
(3) C
(4) D

20 Which speaker would most probably oppose strict British enforcement of the Navigation Acts?

(1) A
*(2) B
(3) C
(4) D

21 Which speaker would most likely side with a Royal Governor in a conflict with a colonial legislature?

(1) A
(2) B
*(3) C
(4) D

22 Which speaker would probably be most interested in the development of the colonial iron industry?

(1) A
(2) B
(3) C
*(4) D

23 From which characteristic of an area would a pioneer probably obtain the best indication of the fertility of the soil?

*1 vegetation
2 temperature
3 waterways
4 rock formations

24 Which was probably the most important argument in favor of the establishment of free public education?

1 Free public education helps to eliminate opposition to government policies and programs.
*2 The success of a democracy depends upon educated citizens.
3 The early factory system depended upon educated employees.
4 Schools provided needed recreational facilities.

25 Which best describes social life and activities that were common during the early years of the Age of Homespun?

1 Organized sports provided recreation for most adults.
2 Most social events took place in church.
3 Neighbors kept in almost daily contact with each other.
*4 Most social events resulted from a cooperative work effort.

Base your answers to questions 26 through 28 on the passage below and on your knowledge of social studies.

> Though I was only a boy in those early days of settlement called the Age of Homespun, my memory is sharp and I can still remember how hard Pa, my four brothers, and I worked to clear enough land for our first crop. Even so, we couldn't raise enough to last all winter. Why, if the general store hadn't given us credit and the state government hadn't sent wheat to help all us farmers, some of us would probably have starved.
>
> The next year was a lot better. We even made potash, our first cash crop, to sell at the general store. We caught fish, picked berries, and Ma even put in a good-sized garden so we would have vegetables. And night after night I can still see my two sisters knitting socks before the fire or hear the thump of the loom as Ma wove cloth for our clothes.
>
> As I look around now and see the sturdy barns, the comfortable farmhouse, the smokehouse, the cleared fields of hay, wheat, and corn, all the miseries of the past seem almost forgotten. Why, last militia day, I heard that Governor Clinton has finally convinced the legislature to approve the construction of a canal across the whole of New York State. When that happens, we'll be able to buy ready-made cloth and new tools. Life will be just about as good as it will ever be.

26 Which phrase best describes the conditions as experienced by the author during the first year of settlement?

1 complete self-sufficiency
2 complete dependency on neighbors
*3 partial dependency on others
4 complete dependency on the state

27 The passage implies that large families were an advantage during the Age of Homespun because

1 government aid was based upon family size
*2 there was so much work that needed to be done
3 community status depended upon family size
4 without large families, farming would die out in the future

28 Which proposed action of the New York State government reflected a belief in the further development of western New York State?

1 the establishment of free public education
2 the charging of high prices for farmland
3 the purchase of cash crops by the State government
*4 the spending of State money for improved transportation

29 The most likely result of an improved transportation system is that people

1 in an area become more self-sufficient
*2 in different areas become more dependent upon each other
3 tend to move less frequently
4 must pay for improvements through increased costs

30 Which statement best describes the typical general store of the 1800's?

*1 Little cash changed hands.
2 Most stores relied upon advertising to bring in new customers.
3 Goods generally had set prices.
4 There was usually a wide selection from which to choose.

31 The Age of Homespun is an important part of New York State history because it

1 set the pattern for all New York State's economic development down to the present
2 encouraged the adoption of advanced conservation methods in agriculture
*3 was characterized by the reliance upon domestic skills and crafts
4 marked the start of large-scale industrialization

32 Which was the best indication that the Age of Homespun was declining?

1 Farmers were providing for a larger percentage of their needs.
2 The amount of available farmland was decreasing.
3 State government spending for the improvement of transportation was decreasing.
*4 Farm families were making increased use of factory-made textiles.

33 The most important factor in the economic development of New York State between 1825 and 1860 was the

1 rise of the merchant class
2 decrease in the number of farms
*3 construction of canals and railroads
4 increase in European immigration

34 Which is most necessary for a society to begin the change from a self-sufficient agricultural economy into an industrial economy?

1 the development of democratic government
*2 the creation of savings which may be used as capital
3 the growth of an apprentice system to train craftsmen
4 an increased reliance upon traditional ways of making a living

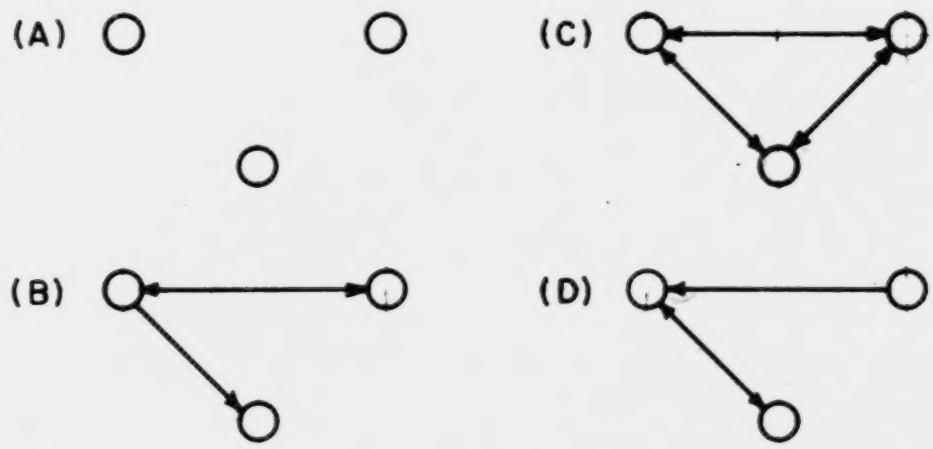
35 Which is a problem faced by the immigrant to the United States during the 20th century but not faced by the immigrant of the 19th century?

1 the language barrier
2 hostile labor unions
3 anti-immigrant attitudes
*4 less opportunity for unskilled laborers

36 Which was the most important effect of the Erie Canal?

1 The cost of delivering mail increased.
2 A better system of transporting perishable goods was provided.
3 Unemployment rose in the stagecoach and wagon industry.
*4 The settlement of western New York and beyond was encouraged.

Base your answers to questions 37 and 38 on the diagrams below and on your knowledge of social studies. The circles represent individual households, and the arrows represent the direction of the exchange of ideas and goods.



37 Which diagram best illustrates an interdependent economy?

(1) A
(2) B
*(3) C
(4) D

38 Which diagram best illustrates a self-sufficient economy?

*(1) A
(2) B
(3) C
(4) D

39 Of the people listed below, who would probably be the most interested in improving farm property?

1 tenant farmers
*2 farm owners
3 indentured servants
4 hired hands

40 Which statement best explains the settlement of western New York after the Revolutionary War?

1 The State government promised no taxes for the first ten years.
2 The great western colonial estates were broken up and sold.
*3 Vast areas of land became available for settlement.
4 Settlement was encouraged by the sale of land owned by railroads.

41 Which statement was probably <u>not</u> made by a frontier farmer?

1 "Need a new axe next time we go to the general store."
2 "Gotta git out into the field at dawn, work till dusk to git them crops in."
3 "Make me a new pair of pants, wife, these have had it."
*4 "Gotta hire a carpenter to build a new barn come spring."

42 Which would indicate that frontier farmers were not completely self-sufficient?

1 salting away meat for the winter
*2 planting of cash crops
3 making of homespun cloth
4 churning cream into butter

43 Which was the most significant result of the growth of industry during the 19th century?

1 power of unions over corporations
2 increase in subsistence agriculture
*3 rise of large corporations
4 rapid automation of industry

Base your answers to questions 44 and 45 on the cartoon below and on your knowledge of social studies.

HOTEL CLERK. "Now, when you retire, don't try to blow out the light."
FARMER. "Why not?"
HOTEL CLERK. "Because it is an electric light, and you can't."

44 In which type of society would the situation as illustrated in the cartoon most likely occur?

1 largely rural society
2 smoothly integrated society of many different groups
*3 society having difficulty "getting it all together"
4 society which places little value upon farming

45 This cartoon would probably have the greatest appeal for

1 farmers
*2 city dwellers
3 suburbanites
4 immigrants

46 The large scale use of child labor would most likely be an indication of a

1 lack of interest in child welfare and education
*2 low level of income for the average man
3 technically oriented society
4 low birth rate for the society

47 During the late 19th century, which group had the greatest influence on United States government?

*1 large corporations
2 minority groups
3 labor unions
4 consumer groups

Base your answers to questions 48 through 50 on the statements below and on your knowledge of social studies.

Speaker A: It does my heart good to see all these people in New York City hurrying to work in the stores and factories.

Speaker B: Yes indeed, the city is a great place to live. Just look at those wide streets, gas lights on every corner, and trolley tracks through the center.

Speaker C: Of course you don't see these great improvements everywhere. Why, do you know there's garbage in the gutters, rats in the street, and trash in the alleys in lower Manhattan? Why doesn't somebody do something about these conditions?

Speaker D: True, but then you and I know those people down there live that way because they want to. If they really cared they'd clean it up.

48 Which speaker's statement best indicates the economic reasons for the growth of New York City?

*(1) A
(2) B
(3) C
(4) D

49 Which speaker's comments would the urban poor probably find most objectionable?

(1) A
(2) B
(3) C
*(4) D

50 Which speaker would most likely support low-income housing?

(1) A
(2) B
*(3) C
(4) D

51 Which statement best expresses the cultural values of the Gilded Age?

1 Take it easy, hard work will never get you anywhere.
2 Service to others is more important than making money.
*3 Hard work will surely lead to success.
4 The system has failed and must be overthrown.

52 Public recreation, such as spectator sports and amusement parks, became popular during the Gilded Age primarily because

1 improved highways encouraged visits to cities
*2 people had more leisure time
3 it was no longer considered sinful to have fun
4 factory owners encouraged employee interest in organized recreation

53 Which was most likely a result of the other three?

1 growth of the automobile industry
*2 growth of the recreation industry
3 increased farm productivity
4 shortened work week for industrial workers

54 The city has always been the center of intellectual life primarily because of its

*1 varied and diverse population
2 role as a factory center
3 stable social patterns
4 relatively slow changes in life styles

55 The suburbs of cities of New York State have increased in population during the past 20 years chiefly because of the

*1 widespread use of automobiles
2 modernization of railroads
3 construction of airline facilities
4 availability of low-cost housing

56 To eliminate the problem of downtown parking and traffic congestion in large cities, the most successful method would probably be to

1 enforce metered parking
2 make many one-way streets
3 provide off-street parking garages
*4 provide better systems of mass transit in and out of the cities

57 As the "Age of Megalopolis" continues, survival will depend increasingly upon

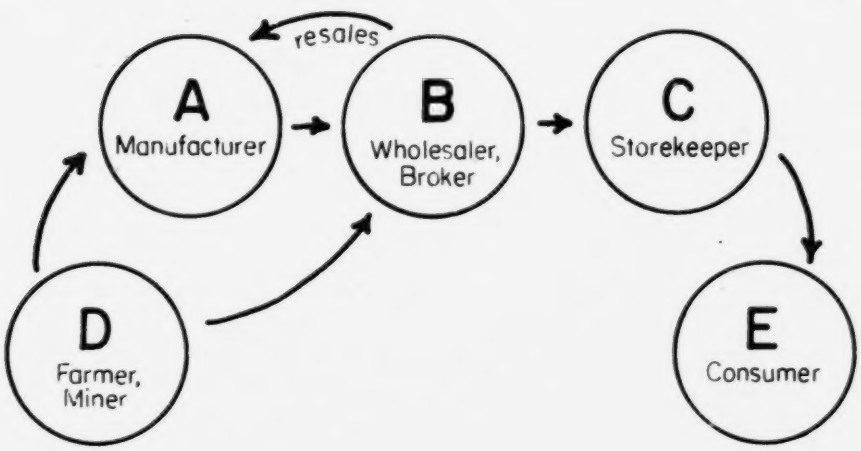
*1 widespread cooperative efforts by many groups
2 construction of new highway systems
3 the development of new ethnic neighborhoods
4 continued growth of independent suburbs

58 Which is most true of family relationships today in comparison to family relationships in the early 20th century?

1 Families are closer today because of the many more things that a family can do together.
2 Families are closer today because parents make a greater effort to keep them so.
3 Families are more distant today because parents do not love their children as parents used to.
*4 Families are more distant today because each member is freer to pursue his own interests.

Base your answers to questions 59 through 64 on the graph below. The graph is a flow chart showing the movement of consumer goods in the economy.

Flow Chart
Movement of Consumer Goods



59 According to the chart, with which group does the flow of goods start?

(1) A
(2) B
*(3) D
(4) E

60 According to the chart, with which group does the flow of goods end?

(1) A
*(2) E
(3) C
(4) D

61 According to the chart, which group is the only one that does <u>not</u> have direct contact with the wholesaler?

(1) A
*(2) E
(3) C
(4) D

62 To which group does the manufacturer sell products made from materials which he bought from the broker?

(1) E
*(2) B
(3) C
(4) D

63 Which group can be bypassed in the movement of goods?

*(1) A
(2) B
(3) C
(4) D

64 Which term is often used to describe groups A, B, and C in the movement of consumer goods?

1 speculators
2 assembly line workers
*3 middlemen
4 efficiency experts

65 Historically, which field of government control has been left to the states?

*1 public education
2 old-age pensions
3 treaty agreements
4 regulation of railroads

66 The State government exercises the most control over local governmental affairs by requiring local governments to meet standards for

1 preparing annual reports for the State legislature
*2 obtaining and spending State monies
3 maintaining local highways
4 providing police protection

67 A New York State resident who is going to be away from his voting district on Election Day may still vote if he

1 enrolls in a political party
*2 submits an absentee ballot to the board of elections
3 notifies the board of elections by telephone
4 goes to any other election district in the State

Base your answers to questions 68 through 70 on the paragraph below and on your knowledge of social studies.

MAJORITY PARTY PROMISES IMPROVED TRANSPORTATION

At its first meeting of the new year, the city council agreed that the most important problem facing the city is poor transportation facilities. A committee representing the new majority party was appointed to determine the necessary steps and the approximate costs for improving transportation. "Regrettably, new taxes may be needed," stated the committee chairman.

68 What major political mistake did the city council make when appointing its transportation study committee?

1 Bus company officials were not included.
*2 No minority party members were appointed.
3 Committee members were inexperienced in city government.
4 Public discussion of the problem would confuse voters.

69 The most constructive action for the minority party to take would be to

1 blame possible tax increases on the majority party
2 ignore the entire transportation issue
*3 suggest possible alternative solutions of the problem
4 vote as a bloc against any proposals suggested by the study committee

70 Why might the city have to consult with neighboring town, village, and county governments in seeking a solution to the transportation problem?

*1 The city mass transit system is used by people from the surrounding area.
2 Suburban dwellers would probably object to increased bus traffic.
3 An improved city transportation system would speed up suburban growth.
4 State constitutions generally insist upon regional transportation planning.

Base your answer to question 71 on the voter data below and on your knowledge of social studies.

A voted for X because his father did.

B voted for X because he looks like an official should.

C voted for X because he belongs to the same church.

D voted for X because he outlined his program while his opponent did not.

71 Which voter probably voted most wisely?

(1) A
(2) B
(3) C
*(4) D

72 Which would most likely result from the passage of an unpopular law by the New York State government?

1 widespread demonstrations and rioting
*2 pressure on the legislature and executive to repeal the law
3 general approval of the good intentions behind the unpopular bill
4 a revolutionary movement

73 In order to vote most wisely, a voter should

1 know the different candidates personally
*2 study each candidate's position on important issues
3 campaign for his party's candidate
4 contribute to fund raising activities

74 With the advancement of technology, man has generally

*1 gained a greater control over his natural environment
2 had little effect on the environment
3 attempted to maintain a balance between man and nature
4 planned for a pleasant environment for future generations

75 Which would most likely bring the quickest action in solving a major problem such as air pollution?

1 speeches by scientific experts on air pollution
*2 a major tragedy caused by air pollution
3 samples of the effects of air pollution
4 a publicity campaign about the dangers of air pollution

76 The purpose of the scale on a map is usually to indicate the

*1 distance between points in the area
2 height of mountains in the area
3 location of the area
4 climate of the area

Base your answers to questions 77 through 82 on the picture below, and on your knowledge of social studies.

Upper Falls at Letchworth, Crowning Glory of the Genesee

77 Which is most probably true about the society which allowed this trestle to be built?

1 It was concerned about environmental problems.
*2 It sacrificed environmental goods for economic advantage.
3 When making decisions, this society carefully considered all the consequences of an action.
4 It was interested in the relation between technology and art.

78 If the construction of this trestle were being planned today, an ecologist would most likely

1 attempt to stop its construction by court order
*2 recommend a change in the railroad route
3 lead a protest demonstration at the railroad offices
4 investigate the current water pollution level

79 Which was probably the most harmful effect of this trestle?

1 water pollution
2 air pollution
3 its effect on land erosion
*4 its appearance

80 If a citizen desired to have this trestle removed, which action would probably be most effective?

1 writing a letter to his United States Senator
2 organizing a protest march
3 visiting an appropriate State agency
*4 gathering facts to support his case

81 If complaints about the trestle were ignored by various authorities, a citizen's next logical action might be to

1 write to the Governor
2 contact more railroad officials
*3 organize a sympathetic pressure group
4 bomb the trestle

82 Which best explains why people of today are more concerned with such environmental abuses than they were in the past?

1 Efforts of the past 70 years have proven how effective conservation can be.
2 Today there is a greater stress on economic success.
3 The rivers were not as scenic then as now.
*4 People today are learning to value the balance of nature.

Sample Test Questions for Grade 7 Social Studies

Part II - Essays

Directions: Students are advised to stick to the questions asked do not go off on tangents. Give specific information whenever necessary or suitable. Avoid the sweeping overstatement which cannot be backed up and avoid mere listing of facts without doing anything with them. Answer in spaces provided.

1 The colonists were unified in the sense that they spoke a common language, but other factors caused them to develop differently with varying amounts of disunity. Select two colonial regions or groups and compare them in regard to three of the following showing clearly ways in which future disagreement and disunity could develop.

a economic patterns
b religious patterns
c governmental practices
d social class structure
e educational systems

2 Base your answer to question 2 on this poem by Alfred B. Street about a pioneer farmer.

"Through the deep wilderness, where scarce the sun
Can cast his darts, along the winding path
The Pioneer is treading. In his grasp
Is his keen axe, that wonderous instrument,
That like the talisman, transforms
Deserts to fields and cities. He has left
The home in which his early years were past,
And, led by hope, and full of restless strength
Has plunged within the forest, there to plant
His destiny. Beside some rapid stream
He rears his log built cabin. When the chains
Of winter fetter Nature, and no sound
Disturbs the echoes of the dreary woods,
Save when some stem cracks sharply with the frost;
Then merrily rings his axe, and tree on tree
Crashes to earth; and when the long keen night
Mantles the wilderness in solemn gloom
He sits beside his ruddy hearth, and hears
The fierce wolf snarling at the cabin door,
Or through the lowly casement sees his eye
Gleam like a burning coal."

[Poem was taken from "Commentary for Four Stages of Pioneers" in Social Studies Notes published by the N.Y.S.H.A. at Cooperstown.]

a In what respects does this poem reflect pioneer life around 1800 in New York State and other parts of the United States?

b Discuss the idea of change as represented by the symbol of the axe.

3 Using the 10 terms listed below, write an accurate, well-organized essay about New York State during the period immediately following the American Revolution.

1 self-sufficiency
2 interdependency
3 barter
4 cash crop
5 credit
6 frontier
7 thrift
8 land grant
9 hard work
10 canals

4 The Age of Homespun was characteristic of a society that was undergoing the transition (change) from being agriculturally self-sufficient to becoming industrialized. Select any <u>two</u> factors from the list below and explain how change in New York State proceeded as the State moved from the Age of Homespun into modern times.

<u>a</u> development of an efficient low-cost transportation system

<u>b</u> improvement of the educational system

<u>c</u> development of non-farm related industries

<u>d</u> transformation of the self-sufficient farm into a commercial farm

5 Base your answers to question 5 on the painting below.

a If you were a historian or a student of society and culture and you had to use this painting as a primary source, discuss three conclusions that you might draw about schools and education of the period.

b Discuss some basic improvements in educational opportunities that occurred between the Age of Homespun and the present.

6 A state, city, or other region cannot simply decide to industrialize without meeting certain requirements.

a What conditions are necessary in order for industrialization to take place?

b What condition enabled New York State to develop into a leading industrial and manufacturing area?

7 Select three of the following factors and tell how each reflected life and customs during the Gilded Age (1870-1900) in America.

1 housing and household furnishing
2 clothing styles
3 factory conditions
4 amusements
5 education
6 architecture in public buildings

8 Change is constantly occurring. Some changes make life better, others make it worse, but it is difficult to make one major change without creating a series of accompanying changes. For example, if a river stops its flow (a change) the people and wildlife may move away, the climate may be affected, and even the types of natural vegetation may change. All these may occur because of one initial change.

Select two of the following changes and show how each has brought about other changes.

a the invention of the automobile
b the development of television
c the wide use of home freezers
d the arrival of the 5-day work week
e the prolonging of life expectancy
f the use of public address systems in schools

Base your answers to objective question 9 and essay question 10 on the cartoon below.

—Haynie in "Louisville Courier-Journal"

"'TALK ABOUT GREAT REVELATIONS! SAYS HERE YOU'VE GROWN S'MORE, JUNIOR.'"

9 Which statement best represents the main point of the cartoon?

1 The suburbs are self-sufficient.
2 City life is more prosperous than suburban life.
3 Suburban people are generally young.
*4 Suburban growth is often at the expense of the city.

10 a Discuss, in some detail, the main point of the cartoon.

b In what way(s) have <u>two</u> of the following been affected by the trend indicated in the cartoon?

1 politicians
2 students
3 minority groups
4 taxpayers

11 "Honest government, responsive to the needs of the people, is necessary for a strong society."

a Explain, by citing specific examples, how people can influence the choice of candidates for public office in New York State.

b Explain the role that newspapers, radio, TV, and magazines can play to help the public promote honest government in the State.

12 Dirty air and water, traffic congestion, noise, slums, and crime are much a part of New York State's urban scene and yet people still wish to live in the cities of New York State

a Why are people still attracted to these urban areas?

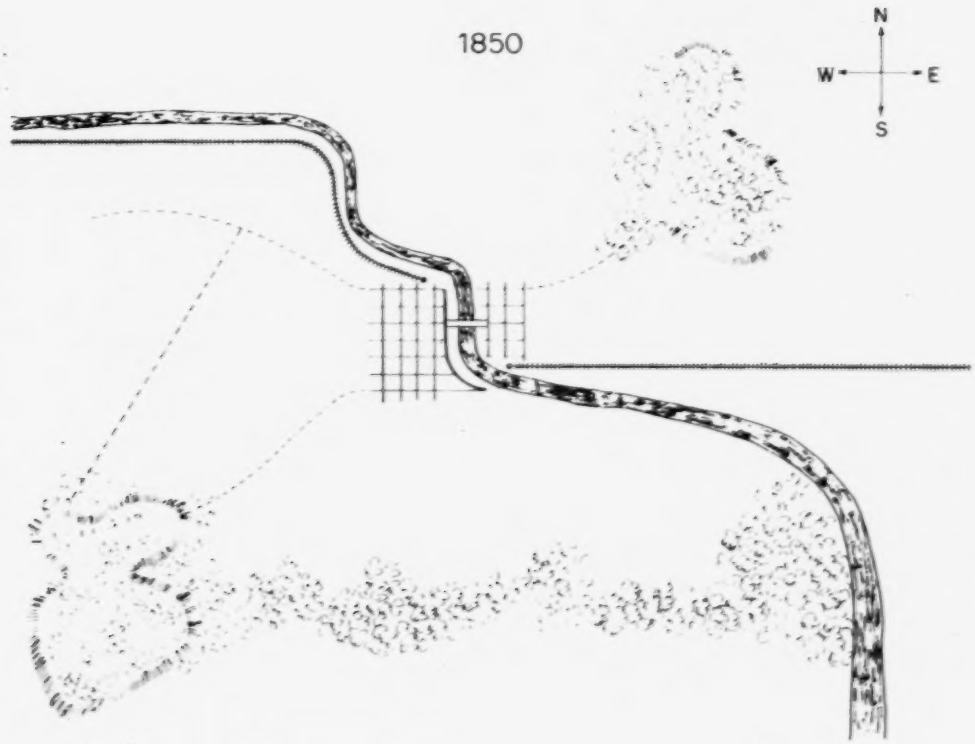
b Discuss and explain the interdependency between the cities and suburban areas.

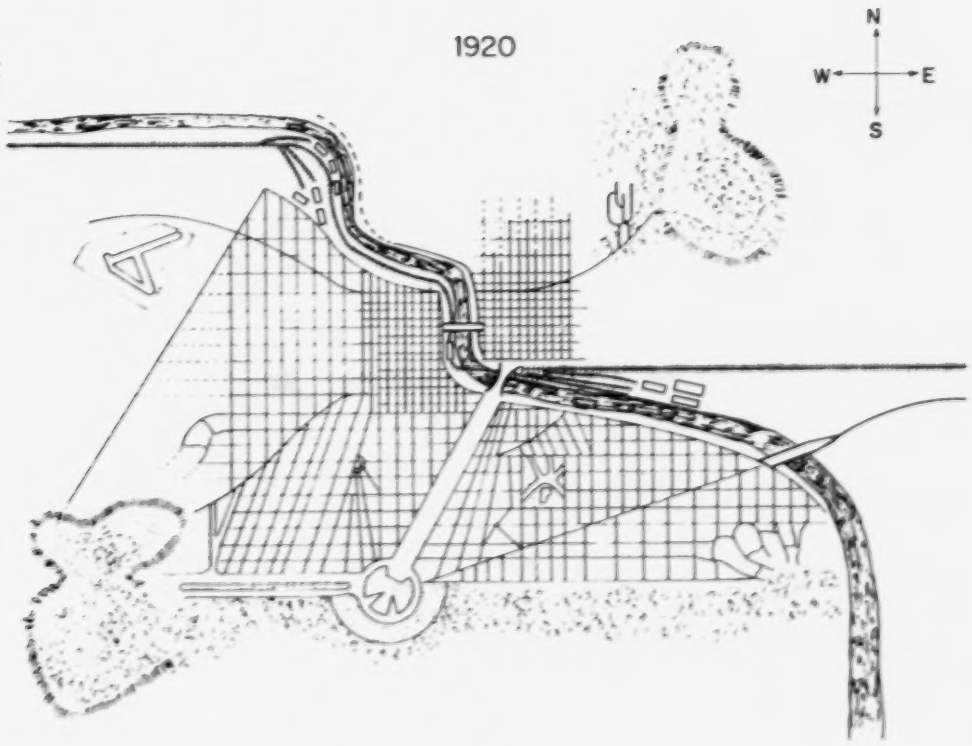
13 Many people have become concerned with the problems of air and water pollution in New York State.

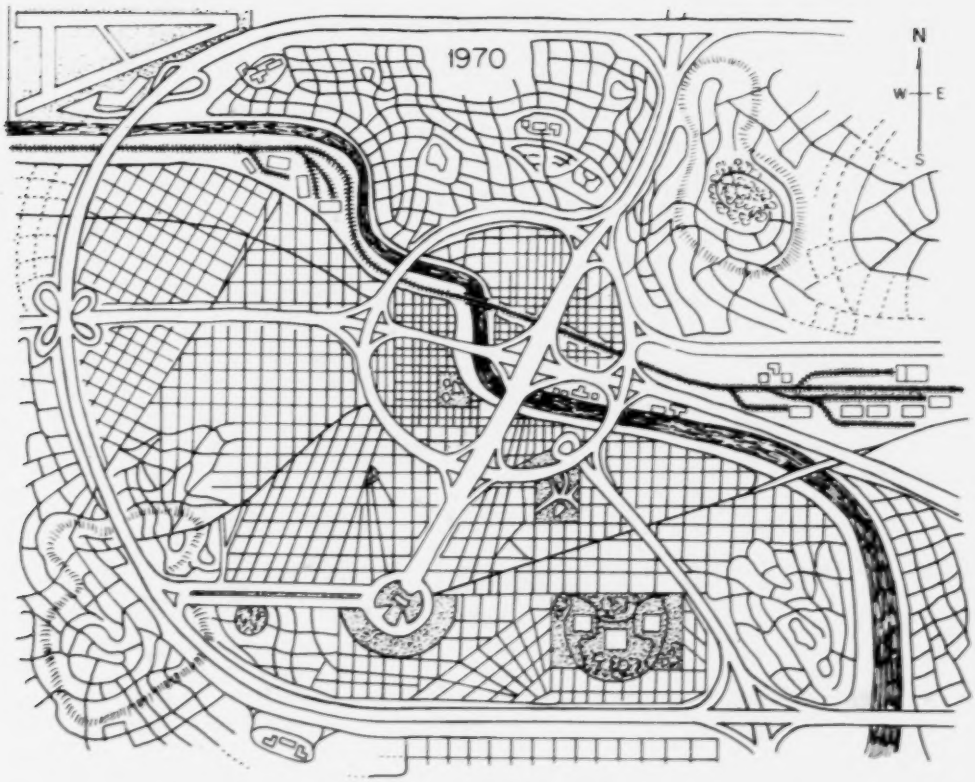
a What steps could a citizen of New York State take in order to persuade the State legislature to pass and enforce laws dealing with the problems of pollution?

b What steps could a citizen of New York State take to gain public support of an anti-pollution campaign?

14 The following are maps of Center City, New York.



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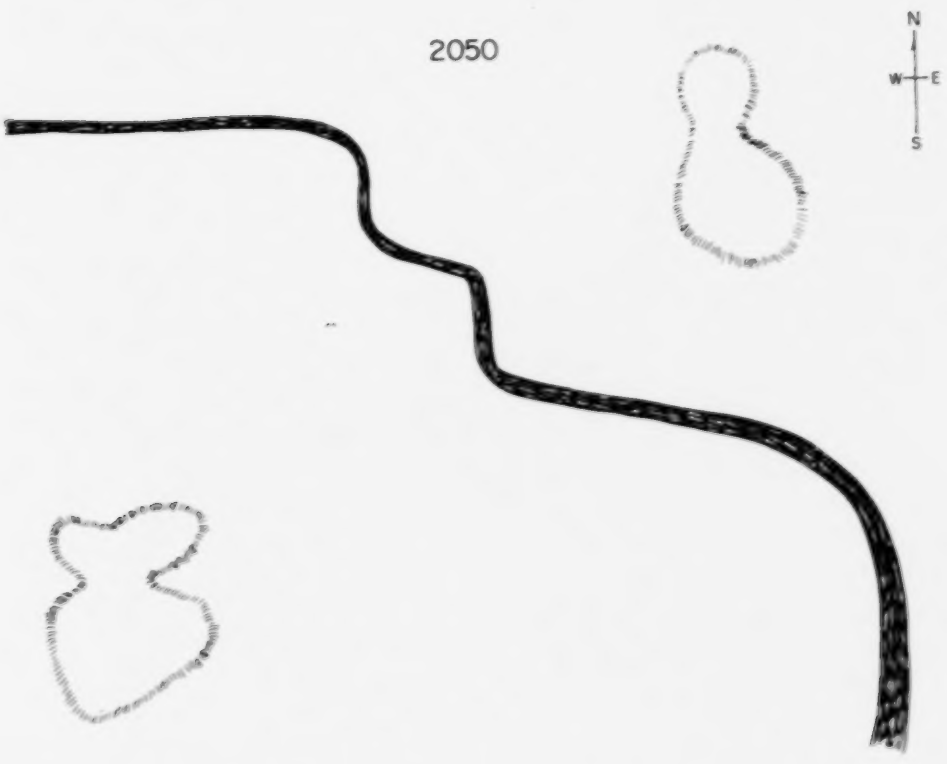
2050
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W
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S

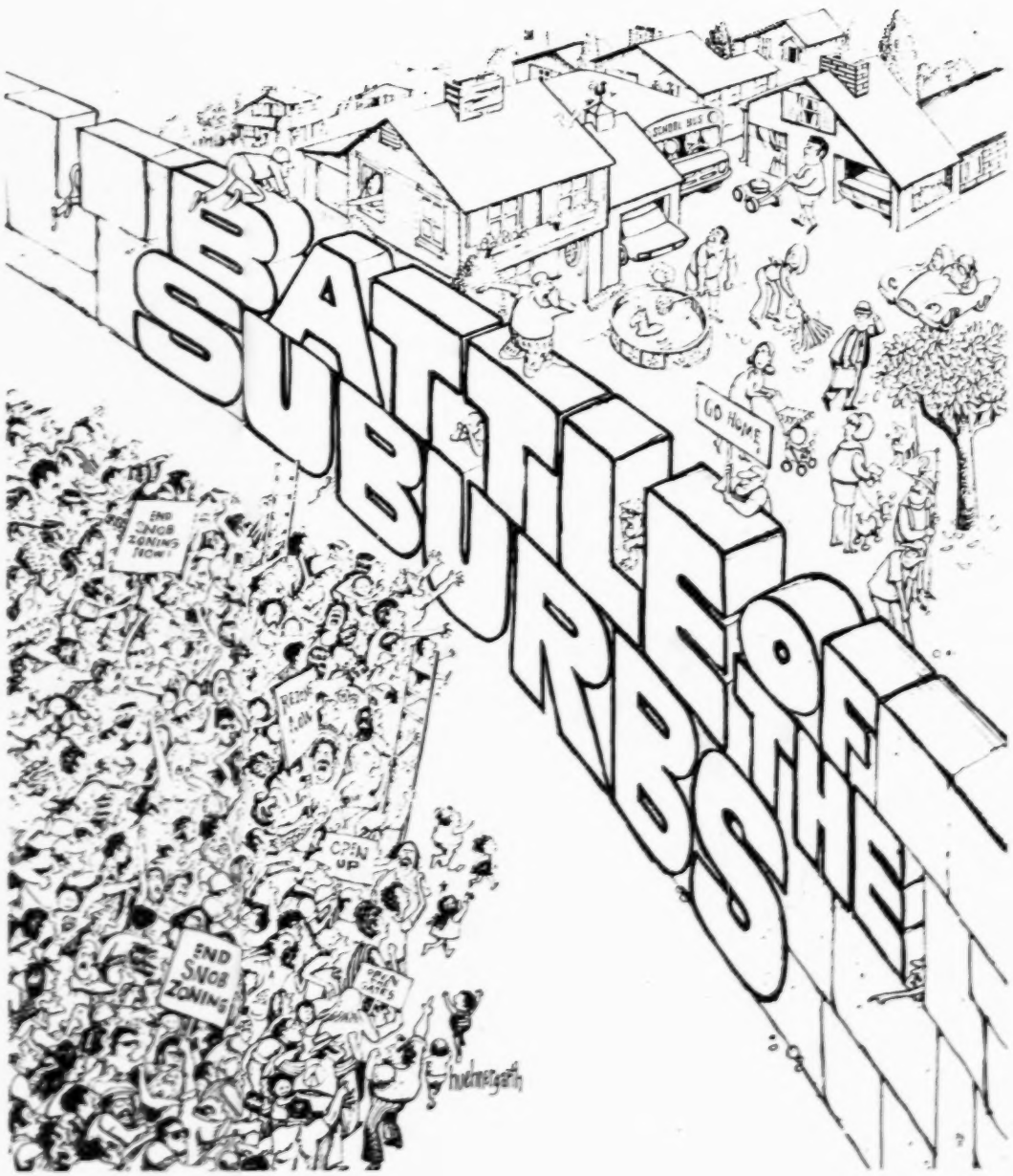
Based on your observations of the maps and your knowledge of social studies, answer the following questions.

a Briefly describe the growth and probable change patterns, from 1850 to 1970, of:

1 the residential areas
2 the "core city" or "inner city"
3 the CBD (central business district) and other business or shopping areas
4 the industrial areas
5 the transportation systems
6 the schools

b Either in essay form or by drawing on the map marked "2050," describe Center City, New York, as you would expect it to appear in that year. Give reasons for the changes you think will take place in Center City over the next 80 years.

c Assuming that you are a young adult living in Center City in 2050, describe the life style of yourself, your neighbors, and other residents of Center City.



John Huehnergarth
198 Snowden Lane
Princeton, N. J. 08540

Battle of the Suburbs (Questions 15 through 19 are of the objective type; questions 20 through 25 are of the essay type.)

Base your answers to questions 15 through 25 on the cartoon on the facing page and on your knowledge of social studies.

15 The crowd in the lower left hand corner of the cartoon represents

1 rural whites on welfare
2 wealthy suburbanites
*3 city dwellers of many kinds
4 business and industrial executives

16 Which generalization about the people behind the wall is most valid?

1 They are a very diverse group.
*2 They are people with similar life-styles.
3 They are mostly overweight.
4 They are all mean and prejudiced people.

17 Which list best represents some of the major concerns of the people behind the wall?

1 golf scores, building materials, pets, scenery
*2 density, race, culture, status
3 cocktails, ladders, fashions, posters
4 commuting, noisy kids, supermarkets, sports events

18 Which statement best describes this type of cartoon?

1 It is a realistic description of actual events.
2 It is an attempt at indoctrination.
3 It creates a problem where none really exists.
*4 It exaggerates a genuine problem in order to focus public attention on it.

19 Which would be the best method of appraising the validity of the cartoon?

*1 Examine reliable information on the subject before drawing definite conclusions.
2 Choose up sides and fight it out.
3 Take a vote in order to decide who wins.
4 Forget the whole thing because it's not what we're studying this week.

20 What various groups are represented by the crowd in the lower left hand part of the cartoon?

21 The signs contain slogans such as "End Snob Zoning Now!", "Rezone Now," "Open the Gates," and "Open Up." What is the crowd trying to say? Explain the extent to which you agree or disagree with their demands.

22 Why is the "caption" of the cartoon in the form of a wall? Does it remind you of something else you've seen or heard of?

23 What are the people behind the wall most likely trying to say? Explain the extent to which you agree or disagree with them.

24 Why is the man in the hard hat shown climbing over the wall?

25 Assuming that this cartoon represents a major American crisis of the 1970's and beyond, what would a cartoon of 1984 most likely show? If you wish, your answer may be in the form of another cartoon.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Social Studies Education
Albany, New York 12224

EVALUATION OF SAMPLE QUESTION PACKAGE

☐ Grade 7 - Our Cultural Heritage

☐ Grade 8 - United States History

(This form may be duplicated at will.)

Submitted by:_____ Position:_____

School and District:_____

Address:_____ Zip:_____

It is important that we obtain reaction and criticism from the field on this sample question package. Please be completely frank in your responses. Also feel free to attach more detailed comments on separate sheets of paper.

1. Does the sample question package format have utility for you?

2. What use have you made of the package? What questions have you used "as is"? What questions have you altered? (Send copy of your own adaptation, if possible.)

3. Do you consider the questions as being appropriate in terms of philosophy, structure, and content of the new social studies program?

4. Was the vocabulary level satisfactory "as is," or did you have to adjust vocabulary? For all groups?

5. Which questions do you consider to be particularly effective?

6. Which questions do you consider to be ineffective, inappropriate, or otherwise unsatisfactory? Why?

7. What were the reactions of some of the students to the questions?

8. Other reactions and suggestions:

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Albany, New York 12224

SAMPLE EXAMINATION QUESTIONS

GRADE 8 SOCIAL STUDIES

UNITED STATES HISTORY

June 1972

SUGGESTIONS FOR USE

In response to the request of many teachers and administrators, this booklet contains questions related to the 7th and 8th grade State programs. It is intended to aid in evaluation, a necessary step in the learning process for both diagnostic and measurement purposes. In addition, this resource can be used as a teaching aid since a single question might serve as a motivating device to focus attention on a specific topic. Questions can serve as focal points for long-term assignments, research projects and classroom discussions.

Considerable caution must be exercised in the use of questions however and in the interpretation of scores to insure beneficial results. The following precautions should therefore be kept constantly in mind:

1. Scope and Emphasis - Teachers should use this booklet selectively and choose carefully from among the questions offered (as well as others) to obtain a well-balanced test. While the questions herein attempt to represent a comprehensive sample of the course of study, not every area of the syllabus is covered by a number of questions exactly proportional to the importance of that area. Nor are questions to be considered as exclusively related to a single topic. Also, in the preparation of questions, no attempt was made to insure against the possibility that the stem of one question might contain the answer of another, or that consecutive questions might overlap, since it was not intended that every teacher would use every question.

In the selection process, it is expected that the teacher will decide in accordance with the objectives and areas to be measured. Consequently, questions may be changed or omitted in accordance with local situations and vocabulary can also be adapted to meet particular needs.

2. Assignment of Credits and Time Limits for Essay Questions - Suggested credit has not been assigned to the essay questions included in this booklet. When used as part of a written examination, the overall length of the exam should determine the amount of time and credit assigned to a particular question. Some questions require more information and analysis than others and so should be valued accordingly in terms of credit. Where local situations provide for pass-fail arrangements, adaptations can be made accordingly. In any event, the teacher has the obligation of deciding the appropriate credit and indicating the same to the pupils.

3. Testing and Teaching - Just as it is a poor technique to teach specifically for a Regents examination, so it would be poor practice to direct lessons at the questions in this booklet. Testing should follow the curriculum, not determine it. Teachers should concentrate upon teaching a sound, well-rounded course. Then, if a specific question in this booklet seems appropriate to measuring the objectives in the course, the question should be utilized for that purpose.

Yet, any written test necessarily measures only part of the desirable outcomes or objectives of the course. Pupil attitudes, satisfactions, appreciation, work habits and similar factors are largely ignored in written tests. Hence the total product of any particular course of study, or the total effectiveness of any individual teacher, cannot be evaluated solely on the basis of written test results. Tests merely provide additional information to be considered along with a large number of other factors in the total school situation.

4. Certain of the questions included might be appropriate for either grade 7 or grade 8. Teachers are encouraged to develop further questions, based upon the included materials.

Sample Test Questions for Grade 8

Social Studies

Directions (1-50): For the objective questions, select the alternative that best completes the statement or answers the question. For the essay questions, students are advised to stick to the questions asked and not to go off on tangents. Give specific information whenever necessary or suitable. Avoid the sweeping overstatement which cannot be backed up, and avoid mere listing of facts without doing anything with them. Answer in the spaces provided.

1 The point of view of the British Government toward the American colonists was that the colonists

1 deserved direct representation in Parliament
2 should be drafted into the British army
*3 received many benefits from the mother country
4 should not be taxed by colonial governments

2 In the 18th century, European nations with colonies believed that their colonies should

1 be encouraged to develop industry
2 develop a self-sufficient economy
3 develop their own process of government
*4 act as a raw material warehouse

3 The Declaration of Independence was important because it

*1 expressed advanced thinking about human rights
2 justified revolution under any circumstances
3 established a new form of government
4 forced Great Britain to recognize American independence

4 The problems of the revolutionary government of the United States show that in war an effective government must be

1 controlled by the military
*2 able to tax and control inflation
3 representative of the people
4 based upon a written constitution

5 The example of the American Revolution would appear to indicate that the success of any revolutionary movement depends upon its leader's ability to

1 concentrate his attention on military strategy
*2 raise funds and generate popular support for the cause
3 take into consideration minority opinions
4 create armed forces larger than those of the enemy

6 Townships and counties in western New York State, Ohio, Indiana, and Illinois are often square or rectangular in shape. Those in eastern New York State are often more varied in shape. Which is the most likely reason for this difference?

*1 In the more western areas, land use planning came before major settlement.
2 Differences in land forms caused local boundary lines to vary.
3 Western local political boundaries were usually determined by local landowners.
4 Where settlement patterns were unplanned, town and county boundary lines resulted from high level political decisions.

7 Which was provided for by Congress under the Articles of Confederation?

1 the establishment of American colonies in the West
*2 a process by which territories became states
3 western expansion of the Thirteen Original States
4 a system to enable the government to purchase new lands

Answer objective questions 8 and 9 and essay questions 10 through 12 based upon the information given below and on your knowledge of social studies.

A possible pattern of development of the area between the Thirteen Original States and the Mississippi River might have been:

1 exploration and settlement by American pioneers
2 exercise of political and economic control by the United States government
3 establishment of policies beneficial to various special interest groups in the original states
4 increasing discontent of settlers with economic and political restrictions
5 peaceful dissent, followed by rioting and full-scale war between settlers and the United States
6 successful establishment of a separate nation extending from the Great Lakes to the Gulf of Mexico, bounded on the west by the Mississippi River
7 the same process repeated a generation later, as new settlers moved westward across the Mississippi River
8 the eventual division of what is now the United States into three or four separate and hostile nations

8 If the above sequence of events had happened as numbered above, an observer could best conclude that

*1 one group taking advantage of another will lead to conflict
2 frequent revolutions are a characteristic of the American people
3 natural boundaries in North America run from north to south
4 Constitutional governments are not adaptable to changing conditions

9 This series of events, as numbered above, did not happen, possibly because Congress under the Articles of Confederation enacted legislation which provided for

1 government by the educated classes
*2 self-government in new areas
3 a strong central government
4 eventual independence for new areas

10 Assume that the pattern of events above did take place. Discuss how such a pattern of developments might have affected the economic development of what is now the United States in terms of <u>three</u> of the following:

a trade
b size of domestic markets
c distribution of raw materials
d monetary systems
e population size, growth, and mobility
f a topic of your choice

11 What might what is now the United State be like if the events numbered above had actually happened? What other problems, either in domestic or foreign affairs, might have been faced by the people of these areas?

12 Explain how the passage of the Northwest Ordinance of 1787 affected the expansion and development of the United States. Discuss how its provisions might be credited with preventing the events above from happening.

13 Eli Whitney designed a process of manufacturing guns by using interchangeable parts. Which was the most direct result of the widespread use of this technique?

*1 Manufactured goods became increasingly available.
2 Unemployment in urban areas increased.
3 There was a general increase in the price of manufactured goods.
4 Unskilled workers were replaced by craftsmen.

14 The opening of the West contributed to the development of industry in New England because

1 western farmers invested needed capital
2 the densely populated West provided a good market for manufactured goods
*3 western food production made eastern grain production less necessary
4 the new areas provided necessary industrial raw materials

15 Which is the most valid statement concerning the frontier in 19th century United States?

1 It remained fixed by act of Congress.
2 It separated coastal areas from inland settlements.
*3 It moved frequently as new areas opened.
4 It marked the line between East and West.

16 A study of the War of 1812 and the Korean and Vietnamese conflicts might indicate that

1 unconditional surrender has been traditional United States policy
2 each had strong popular support
*3 clear cut victory is not always possible
4 there must be a winner and a loser in every war

17 What conclusion might an eastern farmer have drawn from the reports of the 1800-1825 explorations of the Great Plains?

*1 If land won't grow trees, then it won't grow crops.
2 The Great Plains area was similar in climate and geography to the East.
3 Farming techniques that were productive in the East would be equally effective in the Great Plains.
4 The marketing of farm crops would not be a problem.

18 The election of Andrew Jackson as President caused many upper-class Americans to fear for the end of the Republic because, to them, Jackson's election

1 represented the southern planter class domination
*2 indicated the coming of mob rule
3 firmly established the principle of states' rights
4 guaranteed a high tariff policy

Answer objective question number 19 and essay question number 20 based upon the following information and upon your knowledge or social studies.

The following two statements generally apply to both the labor and human rights movements.

A Each included both radical and moderate groups.

B Both suffered from internal disagreement and dissent.

19 Which is the most valid hypothesis which could be formulated on the basis of this information?

1 Reform movements generally fail to achieve all their objectives.
2 Reformers are generally able to compromise their internal differences.
*3 Reformers often disagree about the speed of change and the means to be used to cause change.
4 Reform movements generally lead to revolution.

20 Discuss either the labor or human rights movements, and show that the movement selected

A included both moderate and radical groups and

B suffered from internal disagreement and dissent

The following events might be useful in the development of your discussion:

Labor Movement	Human Rights Movement
1 Decline of the Knights of Labor	1 Passage of the Civil Rights Acts of 1868 and 1875
2 Railroad strike of 1877	2 Widespread lynching of Negroes
3 Formation of the American Federation of Labor (A.F.of L.)	3 Rise of Booker T. Washington
4 Rise and decline of Industrial Workers of the World (Wobblies)	4 Niagara Movement
5 Formation of the Congress of Industrial Organizations (CIO)	5 Plessy v. Ferguson
6 Passage of Wagner Act, 1937	6 Brown v. Board of Education
7 Passage of Taft-Hartley Act, 1947	7 Passage of Civil Rights Acts of 1964, 1965
	8 Urban rioting of the 1960's

Base your answers to questions 21 through 24 on the statements below and on your knowledge of social studies:

Speaker A The problem of assuring equal rights for all is not new. Rather, it has been with us since the beginning of our country, and perhaps it cannot be solved short of revolution.

Speaker B That is simply not true. Americans have always believed in and practiced the equality of all men, as stated in the Declaration of Independence.

Speaker C Obviously all men are not created equal. Any fool knows that groups of people differ greatly in social and economic status, physical abilities, talents, and intelligence. There are inferior and superior groups.

Speaker D Perhaps individuals do vary greatly, but when our Declaration of Independence states that "All men are created equal," it provides us with a goal to aim for. We must struggle to attain this dream.

21 Which speaker would have been most likely to agree with the Chinese Exclusion Acts?

(1) A
(2) B
*(3) C
(4) D

22 Which speaker's statement is most consistent with the thinking of the reformers of the 1840's?

(1) A
(2) B
(3) C
*(4) D

23 Which speaker might be most likely to join a group which supports the overthrow of the government by any means necessary?

*(1) A
(2) B
(3) C
(4) D

24 Which speaker probably would have supported the "Know Nothings" of the mid-19th century?

(1) A
(2) B
*(3) C
(4) D

Base your answers to questions 25 through 28 on the selection below and on your knowledge of social studies.

If George Washington could have seen the United States in the 1840's, his thoughts might have run somewhat like this:

I find it hard to believe that over 20 million people now live in the United States, and that towns have been build beyond the Mississippi River. In my day there were only 4 million people, and most of these lived along the Atlantic coast. Can this great city be New York, where I took the oath of office as President? The city I knew had 60,000 inhabitants; today, they tell me, it is the largest city in the New World and has a population of 500,000. What is this engine belching smoke and sparks which carries people across the countryside? When I traveled from Mount Vernon to New York in 1789, I depended on horses. I see factories where machines spin thread to weave it into cloth. Who ever heard in my day of a machine that could spin eighty threads at one time? Here is a boat run by steam which travels against the current of a river! In my time we depended on the wind to drive our boats. Who would have believed that this country could change so greatly in fifty years!

25 In the above paragraph, President George Washington is pictured as being most surprised at the

1 extent of political change
*2 results of technological change
3 changes in social class structure
4 changing trends in architecture

26 If, on this imaginary trip, President Washington had noticed a group of black slaves being transported by train, he might have concluded that

1 human values change more rapidly than does technology
2 human values must be sacrificed to material progress
3 slavery had become more humane
*4 a gap often develops between economic progress and human values

27 During such a return visit, President Washington might have felt most "at home" while

1 visiting a New England textile mill
2 making a stop in an Irish immigrant neighborhood in Boston
3 observing a national political party convention
*4 listening to a Senate debate on a treaty

28 If President Washington could return today, which feature of our society might appear most foreign to him?

*1 the number of women working outside the home
2 long hair on males
3 differences of opinion concerning individual rights
4 the need for national security

29 During the second half of the 19th century, which group benefitted most immediately from industrialization?

1 small farmers
2 skilled craftsmen
3 plantation owners
*4 northern capitalists

30 Many people today complain about a loss of personal identity. Which 19th century American might have felt a similar loss of identity?

1 a Rocky Mountain fur trapper
*2 a worker in a New England shoe factory
3 a subsistence farmer in New York
4 a New York stockbroker

31 One result of the rapid industrialization of the United States was

1 increased levels of job satisfaction
*2 decreased sense of individual identity
3 increased job security
4 decreased profits for owners

Base your answers to questions 32 through 34 on the advertisement below, and on your knowledge of social studies.

FARMS AND HOMES IN KANSAS
EMIGRANTS
Look to Your
INTEREST
FARMS AT $3 PER ACRE!
And not a foot of waste land
FARMS ON TEN YEAR'S CREDIT
And on purchase no portion of the principal required!!
LANDS NOT TAXABLE FOR SIX YEARS!
Farming Lands in
Eastern Kansas
But one hour's ride from the city of
Atchison and the Missouri River are
offered on terms which guarantee to the
actual settler larger benefits than can be
secured under The Homestead Act.
THE CENTRAL BRANCH
UNION PACIFIC RAILROAD CO.
Offer for sale their lands in the celebrated
Kickapoo Indian Reservation
152,417 Acres.
SCHOOLS AND CHURCHES
FREE FROM TAXATION FOR SIX YEARS*

*Davidson, Marshall B. Life in America, Boston, Houghton Miflin Company, 1959.
Vol. I. p. 286

32 Which statement best explains why the Union Pacific Railroad encouraged settlers?

1 Additional taxpayers would decrease railroad taxes.
2 Settlers would defend the railroad from Indian attack.
3 Land sales provided most of the railroad's income.
*4 Settlement would build trade between East and West.

33 From the above information, one might best conclude that

1 the demand for farm land was decreasing
2 land purchase would lead to rapid riches
3 the Union Pacific Railroad was being unselfish
*4 the railroad's future success depended upon increased trade

34 This railroad advertisement of the late 19th century could be strong evidence that

*1 government policy did not protect minority rights
2 the rights of Indians were protected
3 there was a growing awareness of human rights among railroad leaders
4 railroad practice was in conflict with government policy

35 As a result of the Spanish-American War, the United States

1 developed a policy of isolationism
*2 acquired status as a colonial power
3 entered into several alliances
4 expanded its military power

36 The purpose of the Pan-American movement was to

1 unite all the countries of North America
2 secure naval bases for the United States in South America
3 extend the borders of the United States westward to the Pacific
*4 bring about cooperation among the republics of the Western Hemisphere

37 Which best explains why the United States limited immigration shortly after World War I?

1 The United States was becoming overcrowded.
*2 Many Americans were hostile toward certain ethnic and national groups.
3 Foreign control of the economy was feared.
4 Immigration from Germany, a wartime enemy, had risen sharply.

38 In describing the New Deal Era, most historians agree that the federal government

1 preserved states' rights as supreme
*2 increased its control over the economy
3 restricted the activities of labor unions
4 opposed the establishment of social welfare programs

39 Franklin D. Roosevelt's Good Neighbor Policy was similar to Theodore Roosevelt's Latin American Policy in that both

*1 stressed United States leadership in the Western Hemisphere
2 attempted to extend United States military control of the Caribbean area
3 wished to unite all the countries of the Americas
4 encouraged economic independence for all the Latin American republics

Answer questions 40 and 41 based upon the quotation below and on your knowledge of social studies.

"...We saw meat shoveled from filthy wooden floors, piled on tables, rarely washed, pushed from room to room in rotten box carts--in all of which process it was in the way of gathering dirt, splinters, floor filth..." (Upton Sinclair, The Jungle)

40 The author's purpose in this passage was to show that, in the meat packing industry,

1 workers were poorly paid
2 companies were losing customers
*3 conditions needed reform
4 inspection laws were unenforceable

41 President Theodore Roosevelt called such authors "muckrakers," because they

1 created problems
2 exaggerated wildly
*3 stressed unpleasant details
4 emphasized favorable details

42 Over the period from 1939 to 1941, the policy of the United States gradually shifted from neutrality to active involvement in World War II because

1 Great Britain and France had declared war
2 Germany had invaded the Soviet Union
*3 many believed that an Axis victory would threaten the United States
4 German submarines continued to sink British ships

43 The Truman Doctrine was a feature of which United States policy?

1 defense of the Western Hemisphere
*2 containment of communism
3 cultivation of international good will
4 promotion of economic advantage for the United States

44 Which statement best illustrates Dr. Martin Luther King's beliefs about civil disobedience?

*1 It may be necessary to break laws under certain conditions.
2 Force and violence are necessary to improve society.
3 Sometimes bad laws must be accepted.
4 Laws are to be obeyed only when it is convenient to do so.

45 Which was probably the most immediate result of the completion of the transcontinental railroad?

1 Population declined in the East.
2 Midwestern farmers paid more for manufactured goods.
*3 Closer ties were established between East and West.
4 The West became industrialized.

46 Which best explains why Presidents often find themselves making decisions which are contrary to some of their pre-election statements?

1 Campaign promises are intended to fool voters.
*2 Presidents must face changing and unexpected situations.
3 Final decisions are usually made by the cabinet.
4 Few people remember campaign statements.

47 Which statement concerning the electoral college system of choosing the President is most valid?

*1 The writers of the Constitution did not fully trust the people to choose.
2 The most popular candidate must be declared the victor.
3 It is the most efficient means of electing a President.
4 It was designed to reflect the will of the people.

48 Which is a result of the electoral college system of electing the President?

1 All popular votes are equally significant, regardless of the residence of the voter.
*2 Presidential candidates usually campaign most intensively in heavily populated states.
3 The electoral college system encourages voters to vote according to their economic interests.
4 Most candidates campaign equally in all fifty states.

49 Our governmental system of checks and balances was created because the authors of the Constitution believed that

1 a government was needed that could make decisions rapidly
*2 too much concentrated power was dangerous
3 power should be centralized in the hands of a few leaders
4 central government should be weak

50 Which generalization best applies to the presidencies of such men as Washington, Jackson, William Henry Harrison, Taylor, and Grant?

1 Voters are rarely influenced by a candidate's war record.
*2 Having a good war record often helps a candidate.
3 Great generals make great Presidents.
4 Good soldiers do not make good statesmen.

Essay Questions

1 By citing specific examples from either the War of 1812 or the Vietnamese conflict, discuss the extent to which you agree or disagree with the two statements below.

a The publicly stated reasons a nation gives for entering a war or conflict are not always the real ones.

b War unifies a nation.

2 During the "Gilded Age" Horatio Alger wrote a series of books with titles like Ragged Dick or From Rags to Riches, Sink or Swim, and Strive and Succeed. In all these books, the hero, a poor but honest youth, "makes it big" by working hard and saving his money.

a Explain what values Alger thought were important in American society during this period.

b To what extent are the values illustrated by Alger accepted today?

3 William Jennings Bryan said: "Burn down your cities but leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country."

a What does this quote indicate to you about the possible viewpoints of Bryan's supporters concerning industrialization and growth of the cities?

b Cities are once again under attack. What arguments might you give in defending the cities against those who state that the problems of cities are unsolvable, and that the cities have nothing more to offer to society?

4 Individual rights such as freedom of speech and freedom of the press have been a vital part of our American heritage of freedom. However, exactly what these rights mean at any one time is often unclear and open to interpretation.

Select three issues from the list below, and explain how differing views of these rights have been involved in each of the issues.

a school codes on student appearance
b administrative control of school newspapers
c the banning of selected books from school libraries
d the wearing of war protest symbols to school

5 Migrations, or movements of people, have been important in the United States since colonial times. Describe and discuss the social, political, and economic effects of three of the migrations listed below.

a the westward movements of the 19th century
b the farm to city migration, 1860-1920
c the movement of rural southern blacks to northern cities since 1917
d the urban to suburban movement of the 20th century
e the current Puerto Rican movement to the mainland United States

6 The women's rights movement which began during the "Age of Jackson" achieved one of its major goals in 1920 with the passage of the 19th Amendment. Yet, over 50 years later, this movement and its objectives are still controversial.

Select and discuss the extent to which you agree or disagree with two of the following statements concerning women's liberation. Use specific examples whenever possible.

a Women are still not liberated. Women in the United States are still being denied the full rights guaranteed them under the Bill of Rights.
b Another constitutional amendment regarding women's rights would guarantee equal rights for women.
c Women will never achieve full equality until they are ready to assume all the social and occupational roles now played by men.

7 With the crash of 1929, the nation began a long period of depression, decreased income, and widespread unemployment. Many of the youth of the 1930's were forced to concentrate on economic survival and worked hard to achieve prosperity and economic security. Today, these same people often find it difficult to understand how the youth of today can find fault with their success that was earned so painfully.

a Discuss how growing up in the depression years encouraged the development of different values than those acquired by the youth of today.

b Discuss how differences in experiences between the youth of the 1930's and those of today might lead to problems, conflicts, and a generation "gap" between these two groups.

8 Fads and fashions in clothes, slang, and life styles are changing more rapidly than ever before. What is "in" today is "out" tomorrow. Discuss the effect of this fast rate of change upon three of the following:

1 family life
2 schools and education
3 entertainment
4 business

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EVALUATION OF SAMPLE QUESTION PACKAGE

☐ Grade 7 - Our Cultural Heritage

☐ Grade 8 - United States History

(This form may be duplicated at will.)

Submitted by:_____ Position:_____

School and District:_____

Address:_____ Zip:_____

It is important that we obtain reaction and criticism from the field on this sample question package. Please be completely frank in your responses. Also feel free to attach more detailed comments on separate sheets of paper.

1. Does the sample question package format have utility for you?

2. What use have you made of the package? What questions have you used "as is"? What questions have you altered? (Send copy of your own adaptation, if possible.)

3. Do you consider the questions as being appropriate in terms of philosophy, structure, and content of the new social studies program?

(over)

4. Was the vocabulary level satisfactory "as is," or did you have to adjust vocabulary? For all groups?

5. Which questions do you consider to be particularly effective?

6. Which questions do you consider to be ineffective, inappropriate, or otherwise unsatisfactory? Why?

7. What were the reactions of some of the students to the questions?

8. Other reactions and suggestions: